

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	<p>Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2015 AUG 20 PM 1:01 Document Control Center Grants Administration </div>
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Spring ISD	County-District # Harris-101919	Campus name/# Bammel Elementary/ 101919102	Amendment #
Vendor ID # 1746002339	ESC Region # 4	US Congressional District # 	DUNS # 060716685
Mailing address 16717 Ella Blvd.	City Houston	State TX	ZIP Code 77090

Primary Contact

First name Carla	M.I. 	Last name Jones-Taylor	Title School Principal
Telephone # (281) 891- 8953	Email address cjonesta@springisd.org	FAX # 	

Secondary Contact

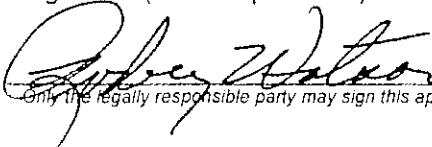
First name Josie	M.I. 	Last name Gutierrez	Title Chief of Schools
Telephone # 281-891-6397	Email address jherna3@springisd.org	FAX # 281-891-6006	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Rodney	M.I. 	Last name Watson	Title Superintendent of Schools
Telephone # 281-891-6000	Email address rwatson@springisd.org	FAX # 281-891-6006	
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application

8/19/2015

701-15-107-056

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

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	<ul style="list-style-type: none"> ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. iii. Are designed and developed with teacher and principal involvement; <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ul style="list-style-type: none"> i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p>

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2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in

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early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
 - (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
 - (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
 - (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
 - (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
 - (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

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9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

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- (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
- (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (J) Program evaluation to ensure continuous improvement;
- (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
- (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual

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	<p>students.</p> <ol style="list-style-type: none"> 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the turnaround model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or

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	<p>year; and by addressing each of the following areas:</p> <ul style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>9. Provide appropriate social-emotional and community-oriented services and supports for students.</p> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ul style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ul style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated

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	by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the <u>closure model</u> , the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u> , the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In partnership with the community members, Bammel Elementary, is committed to providing a world-class education in an innovative, inclusive, student-focused and fiscally-stable environment. We are committed to the children and community we serve through our focus on high expectations, academic achievement, and education of the whole child, which we believe is the shared responsibility of the family, the school district and the community at large. We support individuality, foster resiliency and collaboration, and the development of globally engaged lifelong learners. Bammel provides for all children all of the services of a quality school: nurturing, innovative and qualified teachers and support staff, reflective, responsive and effective school leaders, and a rigorous, challenging curriculum that prepares students for college and beyond.. Our children acquire the critical thinking skills necessary to problem solve, and communicate clearly. Teachers provide students with instructional experiences that are challenging and real world situations.

At Bammel, students completing their education demonstrate the skills needed to thrive as productive and responsible citizens in our increasingly complex and diverse global society. Bammel is welcoming, respectful and inclusive. It supports open dialogue and seeks feedback regarding the effectiveness of its work from its stakeholders. We are committed to continuous improvement, and seek ongoing renewal of the organization. We are committed to strong community relations efforts to meet the needs of our students today and in the future. We develop and participate in partnerships with community groups, including business and civic organizations.

Through participating in a Transformational Leadership Program, over the next three years, Bammel Elementary will develop and implement a transformational plan in order to make rapid gains in academic outcomes. Our plan includes the development of a clearly articulated curriculum, instruction, and assessment system that is tightly aligned to our state standards – Texas Essential Knowledge and Skills. Additionally, we will engage in opportunities for professional learning and collaboration in order to develop a responsive system of supports to meet the needs of all individual learners and ensure academic excellence for all students. For Bammel Elementary, the sense for the urgent need for the reform is to be a highly effective school. Transformational leadership is a critical element to an effective school, and an important aspect of student performance, as well as the functioning of the whole school. This type of leadership will revitalize the school and improve academic performance, teacher effectiveness and build capacity by improving the leadership. We are planning an effective model for identifying, encouraging, and developing the best leaders over time. This approach will be integrated early on in wider campus initiatives, and incorporated into the existing programs.

Upon successful completion of The Harvard University innovative Transformational Leadership Development Program, Bammel Elementary, now identified as a school of high-poverty, low achieving students, serving diverse communities and facing difficult obstacles, will "turn the tide" and set the stage for continued improvement. Bammel will rise from the bottom ranks of student achievement and will place in the top 15 elementary schools in the district.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Research shows that children benefit academically when parents and educators work together. For this reason, parent engagement/involvement is a priority at Bammel Elementary School. Our vision for the Parent Multimedia Center is to provide parents/families with information and support (including language classes and technical assistance) needed to improve student academic achievement and school performance, and to become collaborative members of our Professional Learning Community (PLC).

The main functions of our proposed Parent Multimedia Center (PMC) are:

- To implement successful parent programs, learning opportunities, and activities intended to improve student academic achievement, increase parent engagement/involvement, and increase collaboration between the school and home.
- Strengthen partnerships among parents, administrators, teachers, the community, and other school personnel, with our focus being on the needs of all of our children.
- Improve communication among parents, administrators, and teachers.
- Provide an effective approach to improving student learning, through coordination and integration of programs.

In addition to the Transformational Leadership Development Program, Bammel Elementary will offer our African American students in Prekindergarten and Kindergarten a chance to attend summer school in an effort to gain on summer regress. All of our academic misfortunes begin in the lower grade levels and we believe if we can intervene early on with our struggling readers, we can stop the cycle of regression.

We plan to provide a full time summer school program for our PK and Kindergarten students. Currently, only our LEP students receive summer support and our African Americans do not. Due to this divergence of opportunity, our African American students are lagging behind our Hispanic students. Our plan is to implement an 8 week summer school program that targets Reading Literacy. According to our data (Combined Reading scores for 3rd – 5th), our African American students lag 13 percentage points behind our Hispanic students. In order to help close this achievement gap, we must implement an early reading model that allows us to dissect, intervene, and deliver the appropriate summer interventions that will allow our African American students a chance to thrive.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101919 Harris County, Spring ISD Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$43,960	\$	\$	\$90,480	\$	\$90,480	\$	\$6,000	\$	\$	\$	\$238,200
#8-Professional and Contracted Services	6200	\$62,500	\$		\$125,000	\$	\$125,000	\$	\$75,000		\$75,000	\$	\$462,500
#9-Supplies and Materials	6300	190,000			28,000	\$	\$6,000	\$	\$4,000		\$2,500	\$	\$270,500
#10-Other Operating Costs	6400	\$43,660	\$	\$	\$70,000	\$	\$	\$	\$	\$	\$	\$	\$43,660
#11-Capital Outlay	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No													
Percentage% indirect costs (see note):		N/A	\$	N/A	N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):		\$340,120	\$	\$	\$313,480	\$	\$221,480	\$	\$85,000	\$	\$77,500	\$	\$1,014,860

Administrative Cost Calculation

Enter the total grant amount requested:

1,014,860

Percentage limit on administrative costs established for the program (5%):

1,014,860 × .05

Multiply and round down to the nearest whole dollar. Enter the result.

50,743

This is the maximum amount allowable for administrative costs, including indirect costs.

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs. NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre- Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	1	0	\$32,220	\$	\$64,440	\$64,440	\$3,000	\$3,000	\$167,100
2 Educational aide	1	0	\$5,120	\$	\$10,240	\$10,240	\$	\$	\$25,600
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 Title	2	0	\$5,340	\$	\$10,680	\$10,680	\$3,000	\$3,000	\$32,700
5 Title			\$	\$	\$	\$	\$	\$	\$
6 Title			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7 Title			\$	\$	\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10 Title	1	0	\$1,280	\$	\$2,560	\$2,560	\$	\$	\$6,400
11 Title	1	0	\$1,280	\$	\$2,560	\$2,560	\$	\$	\$6,400
12 Title			\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$	\$	\$	\$	\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$	\$	\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$	\$	\$
17 6140 Employee benefits			\$	\$	\$	\$	\$	\$	\$
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$	\$	\$	\$	\$
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$43,960	\$	\$90,480	\$90,480	\$6,000	\$6,000	\$238,200

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)									
County-district number or vendor ID: 101919		Amendment # (for amendments only):							
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.									
Professional and Contracted Services Requiring Specific Approval									
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$37,500	\$	\$75,000	\$75,000	\$75,000	\$75,000	\$337,500	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$37,500	\$	\$75,000	\$75,000	\$75,000	\$75,000	\$337,500	
Professional Services, Contracted Services, or Subgrants									
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Consultant /Coaches	<input type="checkbox"/>	\$25,000	\$	\$50,000	\$50,000	\$	\$	\$125,000
2		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
3		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$25,000	\$	\$50,000	\$50,000	\$	\$	\$125,000
a.	Subtotal of professional and contracted services requiring specific approval:		\$37,500	\$	\$75,000	\$75,000	\$	\$	\$187,500
b.	Subtotal of professional services, contracted services, or subgrants:		\$25,000	\$	\$50,000	\$50,000	\$75,000	\$75,000	\$275,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$62,500	\$	\$125,000	\$125,000	\$75,000	\$75,000	\$462,500

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)																	
County-District Number or Vendor ID: 101919						Amendment number (for amendments only):											
Expense Item Description																	
Technology Hardware—Not Capitalized																	
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years					
6399	1	Ipad	Increase Technology Literacy	10	\$5												
	2	Computers	Project work	12	\$600												
	3	Printer Workstation	Daily Work	1	\$1400	\$81,000	\$	\$20,000	\$10,000	\$5,000	\$5,000	\$121,000					
	4				\$												
	5				\$												
6399	Technology software—Not capitalized										\$24,000	\$	24,000	\$3,000	\$2,000	\$1,500	\$54,500
6399	Supplies and materials associated with advisory council or committee										\$5,000	\$	\$4,000	\$3,000	\$2,000	\$1,000	\$15,000
	Subtotal supplies and materials requiring specific approval:											\$	\$	\$	\$	\$	
	Remaining 6300—Supplies and materials that do not require specific approval:										80,000	\$	\$	\$	\$	\$	\$80,000
	Grand total:										190,000	\$	28,000	\$6,000	\$4,000	\$2,500	\$270,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 101919		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Harvard Institute	\$43,660	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$	\$	\$	\$	\$	\$
Grand total:		\$43,660	\$	\$	\$	\$	\$	\$	\$43,660

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101919

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14	Computer desks / Classroom Instruction	15	\$320	\$4,800	\$0	\$0	\$0	\$0	\$0	\$4,800
15	Literature racks / Storage	3	\$250	\$750	\$0	\$0	\$0	\$0	\$0	\$750
16	Chairs / Classroom seating	60	\$100	\$6,000	\$0	\$0	\$0	\$0	\$0	\$6,000
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				\$11,550	\$0	\$0	\$0	\$0	\$0	\$11,550

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	887		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	550	62%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	223	26.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	55	6.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	2	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	753	84.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	151	17%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	65	7.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	NA		NA
Disciplinary placements in In-School Suspension	19		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	NA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	NA	NA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	NA	NA	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school has 17 apartment complexes that feed into our school, and as a result have the highest student mobility rate in the district, at 49.1% -- almost half of our students are changing every year. We started the year with 887 students, and ended with over 1000. With this large influx of students, it has been difficult to maintain learning gains over the year.

Crime is high in our attendance zone, and we have had to open the school earlier in the morning to allow parents who had to get to work earlier to get to work on time, and students would not be left outside the building. There was a murder of a kindergartner in our school last year, and three students had to be transported away from the school by ambulance. Students who have these types of stressors in their lives need more attention and time to be able to focus on academic achievement.

With the intensive efforts implemented only in the Spring of 2015, we saw improvements in every indices related to STAAR, with performance increases. We had very strong gains in Index #2.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	63.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	48.2	76.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3.1	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	9.9	15.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	20.8	43.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	20.2	14.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	42	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	11.7	24.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	14	29%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	15.9	32.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.5	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.2	4.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	45,765		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	47,408		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,969		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54,228		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with more than 20 Years	64,737		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	9	15%	Staff Review
Staff with Bachelor's degree as highest level attained	46	73%	Staff Review
Staff with Master's degree as highest level attained	8	12%	Staff Review
Staff with Doctoral degree as highest level attained	0	0%	Staff Review

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bammel has approximately 3 times more beginning teachers than the state average, which requires additional training, guidance and assistance. Teachers with 1-5 years experience are also over-represented. Teachers with more experience are only half local and state averages, and are therefore not as available for mentoring and guidance to the newer teachers.

Additionally, the staff has turned over dramatically this year in our effort to improve the level of expectations and responsibility for student learning. When we established strong guidelines for specific teaching expectations, many teachers did not have the knowledge or ability to comply with requirements. Three teachers had to be removed from the campus with charges brought in one case due to inappropriate behavior.

Teachers voluntarily left in response to the data review and guidance and accountability expectations from management. Extensive training took place, and some teachers were uncomfortable with the expectations. Approximately 40 new teachers will be starting out this year at Bammel, and we have been able to hire more experienced teachers through extensive recruitment efforts.

With the intensive efforts with staff development and guidance in the spring of 2015, we began to see improvements in students performance. Data binders for teachers were created to keep track of progress for their students, along with extensive training on use of data for student achievement.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
98	141	153	120	129	125	108								874

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	7	7	8	6	7	6								46

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school conducts an annual comprehensive needs assessment that includes analysis of student achievement data relative to proficiency expectations and involves parents and community members, teachers, principals, and administrators. The overall purpose of this comprehensive needs assessment is to identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas.

Our comprehensive needs assessment process includes establishing a school wide planning/leadership team, clarifying the vision of school reform to identify school strengths and weaknesses, creating the school profile, identifying data sources for the needs assessment, and analyzing the collected data.

Our leadership team consists of the principal, 3 assistant principals, 2 counselors, and 4 instructional specialists, and our Shared-Decision Making Committee (SDMC) includes one business member and one community member. The leadership team meets on a weekly basis, and our SDMC meets on the second Thursday of each month. During our Leadership/SDMC meetings, we focus on decision-making pertaining to curriculum, staffing, professional development, organizational structure, and budget issues. The meeting agendas are created in advance, with input from our stakeholders. During our meetings, we follow meeting protocol, and discuss each agenda item. After our discussion, we will make a decision, make a recommendation, or table the item(s). All decisions are made with the interest of children being the top priority.

Over the next three years, Bammel Elementary will develop and implement a transformational school reform plan in order to make rapid gains in academic outcomes. Our plan includes the development of a clearly articulated curriculum and instruction assessment system that is tightly aligned to our state standards (Texas Essential Knowledge and Skills). Additionally, we will engage in opportunities for professional learning and collaboration in order to develop a responsive system of supports to meet the needs of all individual learners and ensure academic excellence for all students.

The position of principal will provide transformational leadership in planning, launching and managing a priority school. This includes a focus on high student achievement; building and maintaining a positive school climate that supports the whole student; using research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve the school's vision and goals. The principal will collaborate with staff, parents and community members. The principal will develop efficient, effective school systems to achieve rapid turnaround. The principal will be responsible for the implementation of effective curriculum, instruction and assessment aligned to our state standards-Texas Essential Knowledge and Skills,(TEKS). The principal will implement a system of support to provide services for all Special, LEP, and General Education students. The principal will be responsible for the implementation of the district's accountability system.

We will improve student academic achievement by engaging in Professional Learning Communities focused on teaching for learning through data-based decision making in order to develop a Multi-Tiered System of Support to ensure achievement for all students through prevention and intervention systems. We will incorporate instructional coaching to support the teaching staff through the implementation of a rigorous and engaging curriculum aligned to the state standards. Through this process we are embracing the change of looking at data in a way that facilitates a data driven community. coaching will support our learning environment as we rapidly transform from a traditional school to a strategic school in order to successfully ensure student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Transformation

- ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
- ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We believe each student can learn at or above grade level and will have equal opportunity to do so. We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential. We believe in educators who make decisions that are in the best interest of our children. We believe in a partnership between school, parents and community.

For the past three,(3),years Bammel Elementary has seen a pattern of low achieving and low performance. Proficiency levels over this period of time have been in a range of 34% to 46%.The scores indicate that more than half the students at Bammel Elementary have not met proficiency in reading. Results show little improvement in reading, as our scores remain relatively under the state standards. It can be specifically noted that students at Bammel Elementary in grades 3rd, 4th, and 5th grades are not making adequate gains in reading. The transformation model allows for our campus to implement additional instructional time by utilizing the summer to retract lost learning opportunities in the core academic area of reading and math. This model fits our decelerating students needs the best because it allows for us to capitalize on the learning opportunities that would not have been afforded to our students.

Based on our data dialogues, we determined that a focused school improvement effort is needed in order to engage in rapid turnaround and improve student academic achievement. Bammel Elementary will also focus on a transformation model through a transformational leadership approach. This organizational design will respond to the unique needs of our school by reversing the pattern of academic achievement of predominately African American and Hispanic children. The transformational leadership model will enhance the quality of teaching and student performance. This model of excellence for schools will allow us to move the school forward and support and promote student achievement by focusing on problem finding, problem solving, active collaboration with stakeholders, and building a community of informed and empowered parents, teachers, staff, and community partners who will work collaboratively to support high-quality teaching and learning. With the goal of improving student achievement, and meeting the individual needs of our students, all participants in this professional growth process will develop their skills in delivering excellence for all students. Moreover, the end result will also cultivate a pipeline of highly capable transformational leaders.

Research shows that parent involvement and engagement in their children's education is vital to students' academic success. In addition, paraent involvement and engagement can improve students' attendance and behavior. For the 2014-15 school year student absdsences increased from 8785.0 to 9016.0, and student tardies increased from 2,992 to 3,145. In addition, Bammel had low parent attendance numbers for teh school sponsored academic events. For two-thirds of teh 2014-15, the SDMC was formed. An increase in parent involvement and engagement would have a positive impact on student achievement, attendance, and behavior. The parent Multimedia Center would provide an on-going mechanism for parent/family involvement and engagement.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All efforts to engage stakeholders and solicit input were mission- centered and data driven. The efforts included planning, and identifying their interests in improving student achievement. The school created an information systems that involved meetings, one-on one interventions, questionnaires via website, and daily interactions.

To meaningfully engage families, Bammel Elementary will design and implement culturally sensitive community engagement events. Moreover, in conjunction with the district's family engagement specialist the campus liaison will focus on individual students and families, and reach out to families when needed. Furthermore, we will improve the process to involve family members in school decision –making , communicate intentionally with families on a regular basis to share data, student progress, and areas needing support, and utilize surveys to gather stakeholder feedback on goals and ongoing progress monitoring.

The SDMC sent home survey's to all of the stakeholders. Below are the questions that were asked:

- Do you feel your child loses retained learning over the summer?
- Do you feel a full time summer reading program will be beneficial for your child?
- Would you enroll your child in a summer reading program if it was offered from the school?
- If your child is selected to participate in such a program, would he/she be able to be present for the entirety of the program?

Based on the 216 responses that were sent back to the school, the overwhelming majority (199 out of 216) of the parents said yes to all 4 questions.

The Parent Guide to Summer is sent home with every student. The guide gives parents the support they need to select "just right" books for their child, practice math at home, and have new adventures.

In addition, last school year our school held 2nd Cup of Coffee Parent Meetings on the second Friday of each month during school hours. The 2nd Cup of Coffee gives parents an opportunity to learn about what's happening at Bammel and talk with other parents. In previous 2nd Cups, our parents learned about our Reading Mastery Program, iStation, and Math Instruction. 2015-2016 school year, we will hold 2nd Cup of Coffee Parent Meetings after school, affording more parents to attend.

Feedback gathered throughout the 2014-2015 school year revealed a need for more parent activities on campus that are held in the evening to accompany working parents. Gathered feedback also revealed that parents want to be more engaged and involved in their child's education, but felt that there were minimal opportunities to do so.

Our plan is to meaningfully engage families in the implementation of the transitional model on an ongoing basis by creating a Parent Multimedia Center (PMC) specifically for parent engagement and learning. The PMC will offer opportunities for parents to become an active member of our Professional Learning Community (PLC). The PMC will be a place where parents can use the latest technology to help create a collaborative school culture. Parents will also have an opportunity to learn a second language (English or Spanish). Offering these classes will help to improve communication among our stakeholders.

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Schedule #14—Management Plan

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversee all functions of the grant and provide input in all areas of the grant.	Teacher and administrator certification required. Two plus years of overseeing a grant.
2.	School Principal	Oversee all functions of the grant and provide input in all areas of the grant.	Administrator certification required.
3.	School Assistant Principals	Assist with all functions of the grant and provide input in all areas of the grant.	Administrator certification required.
4.	Technology Director	Oversee all functions of the grant as it pertains to technology and provide input in all areas of the grant pertaining to technology.	Knowledgeable of technology and software required to fulfill the technical resources and software used.
6.	Student Support Teacher	Provide instructional strategies to alleviate the achievement gap between children at risk of dropping out of school. Support and monitor school and programs of the at-risk student population including RTI, LEP, PK, and repeat failures.	Bachelor's Degree and a minimum of five years of highly effect teaching. Communicates effectively, oral presentations, and reports, knowledge of state and federal accountability, and knowledgeable of Texas Essential Knowledge and Skills.
7.	Program Coordinator	Oversees all aspects of the grant. Hires all the employees for the grant, produces all of the brochures, newsletters, applications, adheres to the timelines, updates the grant committee, sets schedules and produes the required data.	Teacher (Required) and Administrator certification (Desired). 6 plus years of teaching experience required. PK and Kindergarten experience desired, but not required.
8.	Teacher	Delivers the required program instructional componenets to the students. Tracks students progress, contacts parents and keep logs, ensures the safety of the students, and has a proven track record of success according to the district and campus data (Spring ISD Progress Monitoring Report and Istation).	Texas Teacher Certification and a proven track record of success according to the district and campus data (Spring ISD Progress Monitoring Report and Istation). PK and Kindergarten experience is required.
9.	Parent Multimedia Center Coordinator	The PMC Coordinator will maintain the center, keep up with parents utilizing the center, schedule classes, and be in charge of all grant paperwork pertaining to the PMC.	<ul style="list-style-type: none"> • Proficiency in the use of personal computers • Ability to take initiatives to foresee and address problems. • Ability to work independently. • Bachelor's Degree

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Consultants	Assistance with providing direction for the specialized elements of grant implementation	Certified by their governing body by area of specialization, i.e. if social work, certified by the state. Experience 5 years minimum & proven track record of success.
2.			
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The deep commitment of all staff is essential to implementing a lasting succession plan. The Bammel Elementary sustainable improvement will include moving aggressively to identify and train new leaders as part of the district's effort to improve student achievement. For every child to achieve academic success the plan must be integrated, collaboratively developed, clearly communicated and consistently applied. Thus, the plan will not be temporary.

The strategies will include weekly monitoring of program and implementation, monthly data review plan, fiscal monitoring plan, and an evaluation system. Bammel will deliver continuous high-quality programming by creating a leadership development data tracking system that identifies principal, assistant principals, and other staff involved in professional development, identify primary responsibilities of instructional leadership, and constructive feedback to promote personal development, funding sources- line item budget, communication strategies, partnerships, and a tracking system to inform promotion decisions.

The Grant Committee will oversee all aspects of the grant. Each committee member will be required to sign a contract that binds them to participating through the duration of the grant. If the member is unable to fulfill his/her contractual obligations, then it is up to the committee to select another individual to fulfill the contractual obligations that were voided. The committee must include the building principals, one parent, one community/business leaders, the DCSI, and 3 teachers. The committee will oversee all functions of the grant and provide input in all areas of the grant. All areas of the grant must be approved by the committee before moving forward. If a teacher or any participant is not able to fulfill their obligations, then it is up to the Program Coordinator to find someone that can fulfill their obligations. If the Program Coordinator is not able to fulfill his/her obligations, then it is up to the Grant Committee to find someone that can fulfill their obligations.

Project participants must be committed to the project's success. To ensure that all project participants will remain committed to the project's success, our school will encourage participants to play an active role in all decision making. The Project Team will consist of the principal, assistant principals, project administrator, teachers, parents, and community members. The Project Team will meet once a month to review project activity progress and obtain feedback from all team members. This Project Team will be the decision-making team for implementation of grant components. Like the school's SDMC, the committee will make recommendations to be presented to the administrative team. The administrative team will review recommendations and feedback. The administrative team will move quickly towards any adjustments needed.

In addition to the formation of a Project Team, we will move aggressively to identify and cross-train employees, just in case there are changes in key project personnel. Bammel has a very high teacher/employee turnover. Therefore, cross-training would be a proactive approach to sustaining project participants who are knowledgeable about the project.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The pathway to progress will involve the following strategies: Set high expectations for students, provide a safe learning environment, create leaders at school and district levels, recruit and retain the best teachers, train teachers in instruction and curriculum, support students with extra help and time, involve the community in schooling.

In collaboration with the district's Human Resources department, Bammel Elementary will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. Additionally, Bammel Elementary will partner with five universities, (University of Texas, Prairie View, Rice University, Houston Community College, and Lone Star College), that are located within thirty miles of the school to increase the prospective applicant pool. These universities have highly effective teachers who are equipped with the most up to date effective best practice teaching strategies. Recruiting highly effective educators will contribute to the transformation of Bammel Elementary to meet the needs of all students. The personnel search committee will be comprised of a variety of stakeholders to ensure the most effective and appropriate candidates are hired at Bammel Elementary. Furthermore, in order to retain highly effective staff members, and increase capacity, professional development opportunities, (paid for by district), in areas identified by the teacher's in their yearly goals will be made available in order to continue to promote and sustain growth amongst effective teaching staff. The staff members attending the Harvard University Transformational Leadership Program will conduct in-service trainings. The in-house workshops will allow for all new staff to be trained, as well as, for trained staff to refresh their skills. Additionally, we will offer opportunities to become emergent leaders in areas identified, to allow other colleagues to learn from a highly effective teacher, and a highly effective mentor teacher for the first 3 years.

This grant will help close the achievement gap that exists for students entering Pre-Kindergarten and Kindergarten. It will provide the opportunity for our students academic achievement starting out on grade level versus our students starting out behind their counterparts. After three years, our data should prove that early intervention is needed and our students academic achievement can be sustained if we intervene early. After a thorough data analysis proves that the funds are needed to sustain this program, we expect that the district will provide the necessary funds to maintain essential elements of the program required to continue academic achievement gains. By creating a learning community in which teachers, and those who support them use data in a reflective cycle of continuous improvement we will continue to sustain and increase the academic growth of our students and stay faithful to our vision.

Bammel's Professional Learning Community recognizes parents as partners, and strives towards creating a positive, welcoming and supportive school culture. The creation of our Parent Multimedia Center will afford us to provide programs and services that support parents' capacity to be better communicators and advocates for student success, which will have long-term positive results after the end of the grant funding.

The creation of our Parent Multimedia Center will address our family needs by involving them more in decision-making and collaboration concerning school projects. Parents will be more involved in the creation of a strong shared vision, which reflects the need and beliefs of our parent partners. After the creation of the vision, parents will be involved in the implementation of the program, thus gaining ownership in the program. Parent participation in the creation of the vision and implementation of the program, gives them a shared sense of purpose and norms, which will result in continuous learning and improvement.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Team will establish performance measures for the Parent Multimedia Center, using the following broad ideas: Performance Measure #1: The percentage of materials used and services offered by the Parent Multimedia Center are of high quality; Performance Measure #2: The percentage of parent training, products, and services are relevant to student achievement; and Performance Measure #3: The percentage services offered by the Parent Multimedia Center is useful to parents to improve parent capacity and contribute to a positive school culture.

We will use satisfaction surveys and feedback forms, finished products, peer coaching assessments aligned with teaching and state standards, and documentation of services to assist us with measuring project performance. Peer coaching assessments will We will also use feedback from monthly Project Team meetings to inform us of our project performance.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sustainable effectiveness of the transformational leadership program will use a program performance measures framework designed to support continuous program improvement efforts. The system established will be for the collection of formative assessment data regarding the effectiveness of elementary professional development activities. Pre-test and post-test to compare the results will be used. The questions will be objective and closely related to the course objectives. In this way we will determine if the training actually delivered knowledge and was it understood by the trainees. Additionally, we will conduct professional development evaluation surveys following each professional development event. Participants will be asked to complete an online evaluation in order to capture as much feedback as possible. Each of the surveys will contained a mixture of multiple choice and open ended questions. The opinions and recommendations expressed will be reviewed by administrators throughout the school year and will be used to inform decision making in the development of the 2015-2016 professional development plan.

In addition to the continuous professional development plan targeted towards areas of weakness identified by performance monitoring we will create a culture of data use and performance monitoring in order to make rapid and data-based adjustments in the delivery of instruction thereby, maximizing student learning. The measures of performance will include, the Diagnostic Reading Assessment, (DRA), Evaluacion del desarrollo de la Lectura, (EDL), State of Texas Assessment of Academic Readiness, STAAR Test, Texas English Language Proficiency Assessment System, (TELPAS), District Formative Assessments, Campus Formative Assessments, Unit/Chapter Assessments, teacher made assessments.

Based on this data students will be identified as RtI- Tier I, II, and or III students. Additional support will be provided to students based on their identified needs. Differentiated instruction will be based on the identification of students in Tiers I, II, and III. Multiple forms of engagement will be used to help students achieve the identified learning targets. Researched based instructional resources will be used to ensure student learning.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Data will be used on an ongoing basis in the following manner:

A school data room has already been created for the staff to review on a weekly basis. The data will be used to identify learning groups and to provide the appropriate multi-tiered system of supports to meet the instructional needs of every student. Administrators will communicate our progress to staff, students and parents on a nine week basis. Selected data will include attendance, achievement scores, disciplinary infractions, etc. Administrators will hold individual meetings with staff members on an ongoing basis. These meetings will help monitor, support and provide assistance to the instructional staff to ensure the fidelity of implementation and sustainability of the reform process, and ensure the differentiation of instruction to meet the needs of all students. Professional Learning Communities will be held weekly to ensure that the teaching staff analyzes student performance data and designs instruction within a multi-tiered system of supports to meet the needs of all students.

The Nine Weeks Instructional Learning Cycle will be used to monitor student achievement and drive changes in instruction. Data will be reviewed by the staff and updated in the data room by the student support services specialist every 3 weeks. All staff will design their instructional units with the focus of increasing reading and math achievement. Individual student data will be continuously used to make decisions and promote student achievement. Student data will be used to:

- Show achievement score trends.
- Identify potential learning challenges and need for support.
- Progress monitor through formative assessments to determine curricular and instructional adjustments.
- Interpret summative performance data to identify areas of need for future educational focus.
- Revise the service delivery model for students with disabilities and provide professional development for the staff to implement strategies to differentiate for and support the needs of students with disabilities.
- Align the curriculum, instruction, and assessment.

Data will also be collected daily as according to the ThinkStretch program and Istation. Parents are required to sign off daily on the ThinkStretch assessments and they will receive a monthly Istation Student Summary Report. Teachers will be required to print and track their students' skill growth weekly in Istation, in addition to making a computerized chart for their student's growth in the ThinkStretch program. Students will be given a pre, a mid and a post assessment to measure the program's effectiveness across the 8 week period. The processes for collecting data will include: document reviews (Sign-in sheets, meeting minutes, parent class registration, teacher's learning plans, certificates of completion, etc.); observations (Observe parent lessons, project work, parent engagement/involvement in school, meetings, etc.); surveys (Parent surveys/questionnaires); focus groups (Small groups of 4-5 parent participants); and Project Team meetings.

Documents: Documents will be kept in a binder, and made available to the administration for analysis. All documents will be maintained by the project manager.

Observations: The Project Team will walk through to observe parent lessons, parent engagement, and meetings. Observations will be documented on an observation form and kept in a binder, kept by the project manager.

Surveys: Surveys will be in paper form and via computer. Surveys will focus on parent perception of the school culture and climate.

Focus Groups: Once a semester, we will invite parents to be a part of a focus group. Those parents who agree to participate in the focus group will assist us with the continuous improvement of our project. The focus groups will meet at Bammel Elementary in the evening, to accommodate working parents.

Project Team Meetings: Project Team meetings will be held once a month.

Data collected will be analyzed for purposes of informing us of participation levels of parents, the quality of the program's products and services, the correlation between the project and improved school climate, and the need for further improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district purchasing philosophy is to encourage the control of expenditures at the campus and department level.. The focus is on educating requisitioners within our campus and administrative departments so they can make most purchases directly. All contracts exceeding \$50,000 in value are submitted to competitive price review through the use of requests for sealed bids or sealed proposals. For construction projects, the Board of Trustees has selected the use of competitive sealed proposals as the only method to receive competitive prices from competing vendors. Public openings for bids and proposals are held at the Supply Chain Services Department. For purchase of goods between \$3,000 and \$50,000, the Purchasing Department relies on quotations taken from several vendors prior to awarding a contract. Written (faxed or email) quotations are primarily used. A partial list of active contracts may be viewed at our contract reporter.

The district is affiliated with the Texas General Services Commission, the Texas Cooperative Purchasing Network (Region IV), the Texas Local Government Statewide Purchasing Cooperative (TASB), The Harris County Department of Education Purchasing Cooperative, the Houston-Galveston Area Council of Governments Purchasing Cooperative and U.S. Communities Government Purchasing Alliance.

All contracts based on bids or proposals are presented to the Board of Trustees prior to the issuance of a contract by the Purchasing Department. Meetings of the Board of Trustees are normally held on the second Tuesday of each month. Spring ISD gives preference to the use of cooperative or states contracts where goods and services can be purchased at competitive prices. This is done to reduce administrative costs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Co-ops can be used that have been pre-screened and approved by the district for certain types of items to expedite purchases and to ensure the best price is acquired.
- **New Vendor Set-Ups are part of a comprehensive process that include completing the following:**
 - Vendor Add Packet - newly added this year that required schools to present information about the vendor to acquire approval from purchasing. This process must be done for every vendor.
- **Purchase Requisitions require the following for approval:**
 - Detailed descriptions (clearly describe product/service purchased)
 - Reference purchase justification: Bid #'s (Contract Reporter), Co-op Contract, Quotes, Professional Service, or Sole Source
 - 48-72 hr. processing upon receipt by SCS

The evaluation department in coordination with Academics reviews data from programs that are heavily used across the district. Large purchases for any campus will have oversight from a principal supervisor and requires Superintendent and Board support. Board updates are typical in these situations.

A low performing vendor will be removed from the vendor list. If a contract is in effect, the district always adds a 30 day notice to terminate a contract for such reasons.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Starting in November 2015, the Grant Committee will start the process for the hiring of a Program Coordinator. The process will be completed by the end of December 2015.
2.	Starting in January 2016, the Program Coordinator will start the interview process for the 8 teachers that will deliver the ThinkStretch Summer Learning Program. Pre-Kindergarten and Kindergarten teachers districtwide will have an opportunity to apply for the summer positions. Our plan is to use the best 8 teachers according to the district's data (Spring's ISD Progress Monitoring Report, Istation, Pre, Mid, and Post Assessments) to implement the program. In addition, the Program Coordinator will order the materials from ThinkStretch, the classroom libraries, and the other needed supplies in January 2016.
3.	The hiring of the teachers should be completed by mid February.
4.	The Program Coordinator should complete the hiring process with the 4 aides, office clerk and the custodian by mid March.
5.	In mid April, the Program Coordinator will have registration packets ready to present to the Grant Committee. The committee will review the packets and approve by the end of April.
6.	In May, the Program Coordinator will distribute the registration packets to all of our lowest African American students according to their data and track the students who did not return the packets. The Coordinator will call and convince those who didn't return their packets to get them in so that there spot can be reserved for the summer.
7.	The summer program will start in mid June 2016 and continue through the first week of August 2016.
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has several initiatives that will provide a foundation for supporting these efforts:

- 1) In 2015-16 the district will launch a literacy initiative to increase leadership effectiveness in the areas of literacy instruction. Every administrator who engages in the two year training will receive a certification from Neuhaus.
- 2) The district has placed Bammel Elementary School in their tier three support structure which aligns to most of the work outlined in the critical success factors. Specifically, leadership effectiveness, data driven instruction, teacher effectiveness and increased learning time.
- 3) The district will focus on weekly purposeful visits from a principal coach at Bammel to focus on the areas outlined in this grant.
- 4) The district's Human Resources department has identified Bammel as a hard to staff school and provides tailored support such as recruitment bonuses, attends recruiting with the district and receives prioritized support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Carla Jones-Taylor

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

12/01/2014

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the **option** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:</p>	<p>Teacher effectiveness will be based on summer Istation data, Pre, Mid, and Post Assessments, the ThinkStretch assessments and Spring's ISD Progress Monitoring reports. The data will be 20% of the teachers and principal's summer evaluation.</p>
<p>Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:</p>	<p>The Program Coordinator and the Principal will evaluate each teacher every two weeks using the TTESS model. Each teacher will receive coaching/individualized intervention plan depending on their areas of improvement.</p>
<p>Describe how the evaluation system was developed with teacher and principal involvement:</p>	<p>The evaluation system used will be the TTESS system that Spring ISD is currently piloting.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A"

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

Starting in 2015-16, the Grants Committee will coordinate with central staff to design a rewards model that will be phased in over the duration of the grant. The main goal of the rewards model will be to pilot a model that not only has a positive impact on student achievement, but that may influence the district's compensation system. The potential impact of this work may lead to a transformation of the compensation system district-wide. Some parameters that have been set for the design team include:

- Design and approval completed on or before the first 60 days of school.
- Every staff member will be eligible for a reward based on percentages for each Group. (e.g. grade 3-5 teacher may receive a larger sum than the support staff or non-tested grades).
- Rewards will be based on growth using criteria set by the committee. (e.g. STAAR indices, I-Station, etc.)
- Other Criteria may be considered and phased in over time based on approval from the Superintendent.
- Duration and frequency of the reward will be set by the committee as approved by the Superintendent.
- The rewards will be ascending for increased teacher school performance rather than impact the salary scale for the pilot years.
- The committee may select a reward system that is based on groups and/or school based performance, but not individual performance.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

The model set up in place allows us to pick from the best teachers in the district according to the data. Highly effective teachers will be placed in front of our struggling students. The Program Coordinator and the Principal will evaluate each teacher every two weeks using the TTESS model. Each teacher will receive coaching/individualized intervention plan depending on their areas of improvement.

Describe the criteria established for educator removal:

If a teacher data results are indicating student growth is at a minimal, and after being put on an individualized intervention plan isn't helping, then that teacher will be exiled from the program. The Program Coordinator will have a list of highly effective teachers that he/she can replace the exiled teacher with.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>N/A</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:</p>	<p>N/A</p>
<p>Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:</p>	<p>N/A</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	The grant will help close the achievement gap that exists for students entering Pre-Kindergarten and Kindergarten. It will provide the opportunity for our student's academic achievement starting out on grade level versus our students starting out behind their counterparts. After three years, our data should prove that early intervention is needed and our student's academic achievement can be sustained if we intervene early.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Teacher Quality*****Planned Intervention****Period for Implementation**

1.	Coaching schedules for every administrator on school leadership team with job-embedded coaching for administrators to support pedagogy and content deepening	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Minimum of Monthly quality face-to-face coaching sessions per teacher using 6 step effective feedback model (Leverage Leadership)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Identify performance stages for every teacher (track stages over time) using calibration from district or approved consultants	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Complete 10 classroom observations per week/administrator with written feedback using a tracking system to ensure follow-up and progress monitoring	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	Campus leaders will receive coaching that is targeted, ongoing and job-embedded to focus on observation/feedback and weekly teacher collaboration.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Leadership development for all campus leaders will focus on building leadership capacity aligned to competencies on T-PESS.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	School leadership team which include teacher leaders will receive training and job-embedded support on the following areas: lesson plan design, content learning walks, and programmatic implementation/monitoring.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

1.	Use of multiple data sources with a calendar identifying focus of meeting	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	DDI Protocols (Driving Questions) and agendas to organize meetings	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Weekly teacher collaboration aligned to assessment calendar	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Smart goal development (campus/grade level/subject)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	PD – (based on campus needs/root cause analysis/misconceptions/vertical alignment)	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Increased learning time for reading and math by adjusting the daily schedule.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	* Use of targeted and tiered reading intervention time daily to double dose students who are reading below grade level.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	* Expert teachers are being used to double dose students in math intervention daily.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	*Extend the school learning time through the month month June/July to reduce the impact of the summer slide.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Parents are required to sign the ThinkStretch workbook daily. In addition, a parent night will be held before students start the program, another will be held during the 4 th week of the program, and an awards ceremony will be held during the last week of the program.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

1.	All of the students will receive small group instruction daily, some more than others depending on their data. Teachers will review their data weekly and reorganize their groups depending on their data. Teachers will review their data with the Program Coordinator and the Grant Committee to make sure the most effective interventions are being delivered. The teachers at Bammel should feel more enthusiastic considering their students would be on grade level or close to being on grade level entering PreKindergarten and Kindergarten.	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101919		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101919

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101919

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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